



Curriculum Overview

Year 4 Spring Term

Subject	Content
Religious Education	<p>Old Testament: Moses King David</p> <ul style="list-style-type: none">• know and be able to recall in words, actions and writing the stories• understand that God chose and called Moses and David for special tasks• recognise that God protected his people and that in the Psalms of David we find images of God caring for and protecting his people• understand that through the anointing with the Oil of Chrism in the Sacraments, Christians celebrate and respond to God's call in their lives today <p>Lent: Living As Followers of Jesus Today</p> <ul style="list-style-type: none">• know some reasons associated with the Church's practice of prayer, fasting and almsgiving during the season of Lent• know some of Jesus' teaching about forgiveness and will understand that this is a gift God freely gives• know the Sacrament of Reconciliation is a celebration of this gift• know that Christians are called to follow Christ by the way they live their lives• understand that the Beatitudes of Jesus provide a guide for this <p>Holy Week</p> <ul style="list-style-type: none">• have a good knowledge of the story of Holy Week and will be able to explain some reasons for the death of Jesus
Literacy	<p>Reading</p> <ul style="list-style-type: none">• can show awareness of the listener through the use of pauses, giving emphasis and keeping an appropriate pace so as to entertain and maintain interest• can refer to the text to support predictions and opinions• can show by their answers that they have read beyond the text

- can recognise complex sentences
- can understand how the meaning of sentences is shaped by punctuation, word order or connectives
- can talk about the author's techniques for describing characters, settings and actions
- considers different ways in which information can be presented, focusing on process, classification chronology and the implications for effective reading
- identify similarities and differences in the range of available dictionaries, thesauruses, etc., and evaluate their usefulness
- can compare the openings of a particular novel with the beginning of other novels read recently
- can locate relevant information and fuse findings coherently

Writing

Myths and legends. Plan their writing by:

- Understanding what a legend is
- Beginning to understand, recognise and use the present perfect form
- Identify powerful adjectives and verbs in a written description

Non-chronological reports. Plan their writing by:

- Experimenting with different conjunctions in sentences
- Discussing differences between fiction and non-fiction
- Discussing the different ways in which information can be presented in books.
- Writing using extended sentences of more than one clause

Recounts. Plan their writing by:

- Looking at the features of recounts in detail
- Changing adjectives into adverbs by adding
- Beginning to learn about the perfect form of verbs

List poems and kennings. Plan their writing by:

- Identifying features of list poems
- Discussing concrete and abstract ideas

	<ul style="list-style-type: none"> • Discussing the use of hyphens in kenning (and list) poems <p>Grammar, Punctuation and Spelling</p> <ul style="list-style-type: none"> • collect and classify examples of adverbials • investigate the effects of substituting adverbs in clauses or sentences • uses adverbs with greater discrimination in own writing • extend knowledge, understanding and use of expressive and figurative language in stories and poetry through; adjectival phrases, comparative and superlative adjectives, comparing adjectives on a scale of intensity, relate them to suffixes and adverbs • to use commas to mark grammatical boundaries within sentences link this to work on editing and revising their own writing <p>All standard 4 punctuation correctly used</p>
<p>Mathematics</p>	<p>Addition and subtraction</p> <ul style="list-style-type: none"> • add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate • estimate and use inverse operations to check answers to a calculation • solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why <p>Measurement</p> <ul style="list-style-type: none"> • estimate, compare and calculate different measures, including money in pounds and pence • solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days <p>Statistics</p> <ul style="list-style-type: none"> • interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs • solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs <p>Fractions (including decimals)</p> <ul style="list-style-type: none"> • count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten

- recognise and show, using diagrams, families of common equivalent fractions
- add and subtract fractions with the same denominator
- recognise and write decimal equivalents of any number of tenths or hundredths
- recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$
- find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths
- round decimals with one decimal place to the nearest whole number
- compare numbers with the same number of decimal places up to two decimal places

Multiplication and division

- recall multiplication and division facts for multiplication tables up to 12×12
- use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers
- recognise and use factor pairs and commutativity in mental calculations
- solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling and harder correspondence problems such as n objects are connected to m objects

Geometry: properties of shapes

- compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes

Geometry: position and direction

- describe positions on a 2-D grid as coordinates in the first quadrant
- describe movements between positions as translations of a given unit to the left / right and up / down
- plot specified points and draw sides to complete a given polygon

Number and place value

- count in multiples of 1000
- find 1000 more or less than a given number
- count backwards through zero to include negative numbers

	<ul style="list-style-type: none"> • recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones) • order and compare numbers beyond 1000 • identify, represent and estimate numbers using different representations • round any number to the nearest 10, 100 or 1000 • solve number and practical problems that involve all of the above and with increasingly large positive numbers
<p>Science</p>	<p>Chemistry- States of Matter</p> <p>Knowledge</p> <ul style="list-style-type: none"> • can compare and group materials together, according to whether they are solids, liquids or gases • can observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) • can identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. • can use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. • can demonstrate that changes of state are reversible changes. <p>Enquiry</p> <ul style="list-style-type: none"> • can ask relevant questions. • can set up simple practical enquiries, comparative and fair tests. • can record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables. • can report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. • can use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests
	<p>Physics- Electricity</p> <p>Knowledge</p> <ul style="list-style-type: none"> • can identify common appliances that run on electricity • can construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers • can identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery

	<ul style="list-style-type: none"> • can recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit • can recognise some common conductors and insulators, and associate metals with being good conductors • can associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. • can compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. • can use recognised symbols when representing a simple circuit in a diagram. <p>Enquiry as above</p>
Computing	<p>We are musicians</p> <ul style="list-style-type: none"> • use one or more programs to edit music • create and develop a musical composition, refining their ideas through reflection and discussion • develop collaboration skills • develop an awareness of how their composition can enhance work in other media <p>We are HTML editors</p> <ul style="list-style-type: none"> • understand some technical aspects of how the internet makes the web possible • use HTML tags for elementary mark up • use hyperlinks to connect ideas and sources • code up a simple web page with useful content • understand some of the risks in using the web
Creative Curriculum:	<p>We deliver the following subjects through whole school topics and they are collectively referred to as the Creative Curriculum: Art and Design, Design Technology, Geography, History and Music.</p> <p>Each term the whole school follow a topic theme incorporating many curriculum areas with a particular focus on one of the Creative Curriculum subjects. (See Creative Curriculum Two Year Cycle).</p> <p>Spring: Water</p> <p>Main focus: Tudor Exploration: History link</p> <ul style="list-style-type: none"> • place events from period studied on a time line • use terms related to the period and begin to date events • understand more complex terms e.g. BC/AD • use evidence studied to reconstruct life in time studied

	<ul style="list-style-type: none"> • look for links and effects in time studied • offer a reasonable explanation for some events • look at the evidence available and begin to evaluate the usefulness of different sources • use text books and historical knowledge • use evidence to build up a picture of a past event • choose relevant material to present a picture of one aspect of a life in time past • ask a variety of questions • use the library and internet for research • recall, select and organise historical information • communicate their knowledge and understanding
<p>Physical Education</p>	<p>Swimming</p> <ul style="list-style-type: none"> • consolidate and develop the quality of their skills e.g front crawl, back crawl, breaststroke, floating, survival skills • improve linking movements and actions • choose and use a variety of strokes and skills, according to the task .and the challenge e.g. swimming without aids, distance and time challenges <p>describe and evaluate the quality of swimming and recognise what needs improving</p> <p>Striking and Fielding</p> <ul style="list-style-type: none"> • use a range of skills, <i>eg throwing, striking, intercepting and stopping a ball</i>, with some control and accuracy • choose and vary skills and tactics to suit the situation in a game • know rules and use them fairly to keep games going • carry out warm ups with care and an awareness of what is happening to their bodies • describe what they and others do that is successful and suggest what needs to be practised
<p>PSHE</p>	<ul style="list-style-type: none"> • gives their opinions and makes informed contributions in discussions and debates